

# NEWSLETTER

## Working Group on Education & Training in Conservation and Restoration



NUMBER 17 2002

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### From the Assistant Coordinators

Dear Members and Colleagues,

It has been more than a year since the Working Group's last Newsletter, during which we lost two long-time friends and colleagues— Rikhard Hörddal, who served as this Working Group's Coordinator, and Agnes Timar-Balazsy, one of the Assistant Coordinators. Special tributes are being planned for each of them at the upcoming Triennial Meeting in Rio de Janeiro. Both Rikhard and Agnes made significant contributions to conservation education over the years and helped to promote the goals and activities of this Working Group. We are looking forward to making this meeting a very special commemoration of them both.

The three assistant Coordinators have taken on the role of preparing for the upcoming Triennial, and following up on other responsibilities during the present Triennium. Our work for the Triennial Meeting has included assisting the Preprints Committee with the review and editing of papers and posters submitted for the meeting. A list of the paper and poster titles is included in this Newsletter.

The approach of a new Triennium encourages us to think about new opportunities for the Education Working Group, such as collaboration with the Working Group on the Theory and History of Conservation to explore ideas on the teaching of history and ethics. The growing use of new media and the Internet also promises to have an impact

into the way conservation is both taught and learned. These and other developments relevant to the evolving state of conservation education will be addressed both in the meeting in Rio and during the subsequent Triennium period. We are looking forward to a productive and interesting collaboration with all the Working Group members.

Kathleen Dardes, Joan Reifsnyder, Tannar Ruuben

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## Call for Coordinators & Assistant Coordinators

The new Triennium brings with it the task of electing a new Coordinator for the Working Group. As of this writing two members have presented themselves as candidates for this position: Joan M. Reifsnyder, of the Florence Conservation and Resource Center and Christian Degryny, of the EVTEK Institute of Art and Design. Other working group members who wish to stand for Coordinator should get in touch with Kathleen Dardes at [kdardes@getty.edu](mailto:kdardes@getty.edu) before September 1.

Working Group members attending the business meeting during the Triennial will elect the Coordinator. The new Coordinator will then appoint Assistant Coordinators who will assist him/ her in the various Working Group activities of the new Triennium.

Please remember that only Working Group members who are also current members of ICOM are eligible to serve as Coordinator, Assistant Coordinator and to vote in elections.

The Conservation Committee is ICOM's largest international committee with over 1,500 participants worldwide. The only financial subsidy that ICOM-CC receives from ICOM is a small contribution for each paid in member (about US\$6). If you are participating in ICOM-CC, receiving newsletters, etc., but are not a paid in member of ICOM, the Committee does not receive a subsidy for you. Our Working Group has a number of participants who are not members of ICOM.

If you are not yet a member of ICOM and are interested in joining, please contact your ICOM National Committee or Eloisa Zell at the ICOM Membership Service, Maison de l' UNESCO, 1, rue Miollis, F-75732 Paris Cedex 15, France.

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E-mail: [zell@icom.org](mailto:zell@icom.org).

Membership information can also be obtained on ICOM-CC's website: <http://www.icom-cc.org/index/organiz/membersh.htm>

When you join ICOM, please remember to specify that you want to become a voting member of the Conservation Committee.

Please consider becoming a member.

## WG Program for the Triennial Meeting

As of this writing, the Working Group's program at the Triennial Meeting is scheduled for Thursday, September 26, 2002. It will take place from 9:30 until 13:00, with a half hour break.

The working group had four papers and one poster chosen by the Preprints Committee (see below). Although originally more authors had been invited to submit papers, several authors had to withdraw due to heavy workloads. We hope that these members will present their work at the Working Group's next interim meeting.

This year, for the first time, the Preprints will be made available to members on the ICOM-CC website (<http://www.icom-cc.org/>) prior to the meeting. We encourage all members attending the Triennial to read our WG papers on the web prior to the meeting. Speakers will not read their papers, but will rather provide update reports on the work presented in the Preprints. The Assistant Coordinators will design the program to allow ample discussion.

Several of the papers focus on initiatives to develop new teaching strategies or to explore the use of technology in conservation education. This should provide members with a chance to consider how these experiences relate to their own work, and possibility to the activities of the Working Group over the course of the next Triennium. As some may remember, the focus of the postponed Interim Meeting was to have been on new technologies for education, indicative of a strong and growing interest in this area. However, we would like to encourage members who will be attending the Triennium meeting to write to us with other ideas they would like to see discussed at the Working Group meeting— either during the main session or in the business meeting. Please send suggestion to either K. Dardes ([kdardes@getty.edu](mailto:kdardes@getty.edu)) or to Joan Reifsnyder ([jmreif@dada.it](mailto:jmreif@dada.it)).

## Education Working Group Papers & Posters

-*Kathleen Dardes*, New educational strategies for conservation: How the Internet is changing how we teach and learn.

-*Mary M. Brooks and Sylvie Françoise*, Communication and technology - assessing the potential of distance learning experience in career entry and CPD conservation education.

-*Isabelle Verger, Catherine Antomarchi, Baba Fallo Keita and Mubiana Luhila*

Rethinking educational materials for new ways of teaching and learning.

-*Rocco Mazzeo and Bent Eshøj*, Education and training in conservation: Towards designing university postgraduate curricula for conservation scientists.

### Poster:

-*Magdalena Krebs Kaulen and Paloma Mujica González*, Capacitación en conservación para las bibliotecas y archivos de Chile.

## Proposed Collaboration with the Theory and History Working Group

The Working Group on the Theory and History of Conservation held its annual meeting on the 13th and 14th of October 2001 at the Frans Hals Museum in Haarlem. One of the topics under discussion was the manner in which conservation-restoration history and ethics should be taught at conservation-restoration schools. Prior to this meeting, Mireille te Marvelde contacted the Education WG on behalf of the Theory and History WG to inform us of this meeting and to invite our future collaboration in pursuing this issue.

The rationale behind this collaboration has already been presented in a short article appearing in the Theory and History Working Group's latest Newsletter (#8, February 2002). In essence, it states that, while ethics and history are standard parts of conservation curricula throughout the world, there is no general consensus about what should be taught and how. The 'ethics lesson' often is transmitted via general lectures and a bibliography. Integration of ethics into the daily thinking and work of students is often left to individual teachers or intern supervisors. The history of conservation is sometimes given even less time and attention.

In our contacts with the History and Theory WG, the Education Assistant Coordinators have indicated a willingness to collaborate in the discussions, research and thinking that may evolve from the first round of discussions that began on this topic in Haarlem in October. We think that such a collaboration may be a good way to bring our two groups closer together on a matter of fundamental importance to both. One possibility is to launch a discussion of how history and ethics are actually integrated into curricula and teaching strategies. We have proposed, among other things, that it would be useful to find examples from conservation of how and where they place history and ethics in their teaching. We also would like to see how these may be addressed both in a conservator's basic education, as well as in ongoing training and development.

We have agreed to consider this topic as part of our Triennial Meeting program, and we will be in contact with our History and Theory colleagues to arrange a joint discussion session while we're in Rio. We are happy to report that there is strong support for this idea among our History and Theory colleagues and we would welcome suggestions from our own members about particular issues or questions they would like to see raised as part of this larger discussion. Please do send in your ideas to any of the Education WG assistant Coordinators; our e-mail addresses appear at the end of this Newsletter.

## Professional Development Update of the American Institute for Conservation

The American Institute for Conservation (AIC) has recently embarked on a much-expanded program for professional development. For the moment it is primarily focusing on mid-career opportunities for conservators.

In 2001 AIC received a \$1.8 million grant from the Andrew W. Mellon Foundation toward this endeavor. \$1.5 million was given to establish an endowment, the interest on which will be used each year toward educational programming. The remaining amount is to be used to fund the cost of employing a new staff Program Officer for Professional Development for the first five years of the program. This position was filled in August of 2001 by Dr. Eric Pourchot.

Dr. Pourchot has eleven years of experience in higher education, and most recently coordinated off-site continuing education and distance learning courses for Old Dominion University in Virginia. Assisting Dr. Pourchot in launching this new program are Katharine Untch, AIC Board Director for Professional Education, as well as members of AIC's Education and Training Committee and Specialty Groups. Writing a Strategic Plan for Professional Development was among the first tasks of this group; as of this writing, the Strategic Plan is undergoing wider internal review. A key component of the Plan is the provision of professional development opportunities that are responsive to the membership of AIC.

In the summer of 2001, AIC had conducted a membership survey to gather information on continuing educational needs. A high response from the membership resulted in over 1100 suggestions for potential workshops! A summary of the results can be found in the January 2002 issue of AIC News.

Sifting through the responses, prioritizing them, identifying potential instructors and developing curricula are among the current goals of the professional development program. AIC has been surveying course offerings from other organizations and is already partnering with several other institutions to provide a wider array of workshop opportunities.

As the offerings of short course start up in 2002, AIC will first provide workshops that already have a proven track record. One of the major needs is to be able to repeat courses around the country so that more conservators could attend closer to home, thus making training more accessible and affordable. Topics for the first year are being selected for their broad appeal to conservators of different specialties. In subsequent years more specialty topics will be offered, chosen in coordination with AIC's Specialty Groups.

The first AIC Mellon-funded course on advanced inpainting techniques, scheduled for April 2002, sold out within a week of its announcement. Additional

courses are being planned for summer and fall of 2002 and will be announced through the AIC website at <http://aic.stanford.edu> and on the Conservation DistList of Conservation OnLine (CoOL) (<http://palimpsest.stanford.edu/>) Developing the program content will be an on-going task as AIC continues to evaluate the continuing education needs of its membership. Topic selection will focus on balancing the needs identified by the membership with those of advancing the profession. The program will need to address long-term curriculum and didactic material development. Equally important will be the continuous need to identify and help train effective instructors. AIC is also exploring possibilities for using technology in teaching and distance learning.

While the Mellon grant provides a start, ensuring on-going professional development will require additional support. AIC is committed to additional fundraising toward this goal. Inquiries may be directed to Eric Pourchot, Ph.D.  
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-- Katharine Untch  
AIC Board Director, Professional Education  
GCI Project Specialist, Education

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### **Quality Assessment at the Netherlands Institute for Cultural Heritage in Amsterdam**

Since the establishment of the Netherlands Institute for Cultural Heritage (ICN) in April 1997, the modular programmes of the full-time courses for conservators are assessed on a regular basis by students, teachers and staff, as are the refresher courses and masterclasses for experienced conservators. The results of these evaluations are used for the improvement of the curriculum.

At this time ICN requires the trained eyes of external specialists. The Training Department (the former Opleiding Restauratoren) has started a project to develop a system for external quality review. An independent international commission of specialists in conservation, in training and in education will be established. On the basis of a written self-study and a framework of assessment criteria, this commission will look critically at the curriculum, the quality of staff and teachers, the graduates and the facilities. The results and the recommendations for improve-

ment will be published.

The project will be realised in close co-operation with the Stichting Restauratie Atelier Limburg (SRAL, the Limburg Restoration Studio) in Maastricht. We hope to complete this work in December 2002. For those trainers who want more information, or those who are experienced in this field please contact:

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### **"Requirements and Qualifications: Master's degree in Conservation..."**

Upon brief review of the job postings appearing on the ConsDist over the past few months, a consistently present phrase is: "master's degree or equivalent". Certainly, there are variations on this theme such as: "a master's degree is preferred; candidates must have a graduate degree in conservation or equivalent training; candidates must have an M.A. degree in art conservation" and so on. And when we, in the field of conservation of cultural heritage, read these phrases we all understand what a "Master's" is. Or do we?

In a recent IIC Bulletin(1) , Dr. Nicholas Stanley-Price, Director-General of ICCROM, reflects on language use and possible misuse in our field. As he indicates, a Eurobarometer Survey made during 2001, "reported that 41% of Europeans speak English in addition to their mother tongue". The point of Stanley-Price's thoughts on language and language diversity, is aptly summed up in his quote from Goethe: "Anyone who doesn't know foreign languages knows nothing of his own".

One of the great challenges in language - not only today - but also in the history and evolution of language - as been the assimilation of 'non-native' words into common, everyday use. In modern history for example, French has always been an 'international' language with many Franco-isms having evolved to become part of languages all over the world. In similar fashion, English - the language of technology and mass communications - has introduced hundreds of words and phrases into global speech.

However, in a correlated point made by Stanley-Price - and the basis of these reflections - lies the use of the concept underlying the specific term. Concepts and their relative terminology are not always easily transferable between languages. Along a similar line of reasoning we find that a specific term from one language may be used with the intention of evoking con-



cepts that do not exist in the language 'adopting' the term. The word undergoes a semantic transformation still retaining the visual order of the characters (i.e.: spelling) of the original language - but with the transposition into the second language, the concept in the original language is lost. Or as happens, the original term can be used in the host language to refer to the semantic model as used in the original language because there is no corresponding cultural value or model in the host language.

The field of education in conservation has undergone many changes over the past few decades. All of which - quite rightly - seem to tend today toward a common type of fundamental education - providing a basic baggage of knowledge and skills which allows for mutual communication and interaction across international borders - while still retaining cultural differences and exigencies.

The work in Europe undertaken by ENCoRE (European Network for Conservation- Restoration Education) has been formally addressing these issues since the Pavia Document of 1997(2) and more recently as a result of the Bologna Declaration in 1999(3). There is general agreement that conservation-restoration education today must be at a university level - or equivalent(4). Here, we hit our first semantic and practical linguistic barrier. Firstly, as many European countries have been experiencing, "the university level" - its length of study and requirements in each field - do not necessarily correspond to one another, with the most notable discrepancies between northern and southern European university systems. The Bologna Declaration breaks European university education into two main levels; a first university degree consisting of a cycle lasting at least three years and characterised by "export-modules", and a second cycle leading to a master's or doctorate degree. For some European countries this was an already on-going structure; for others the entire system of higher education is still under-going restructuring. In the proposed re-structuring of the training programme in conservation studies at the University of Oslo, the guidelines of the Bologna Declaration are the basis of the new model. The revised programme consists of a three-year BA containing export-modules specific to conservation, followed by a two year Master's heavily emphasizing interventive conservation, and subsequently, a one year internship(5). This is only one of the ways that conservation education for a specific country is being adapted to the guidelines agreed upon in Bologna.

The second semantic barrier that has been problematic in the recent past is contained in the phrase "university level or equivalent". ENCoRE has worked to further clarify the term "equivalent"(6). Many countries have university equivalent structures (polytechs, art academies, etc.) which are govern-

mentally recognised as being academic and able to confer academic diplomas; this term does not admit the myriad of ad hoc or 'restoration school' courses scattered throughout the European continent.

For a number of years, in anticipation of and/or as a result of what was laid out by the Bologna Declaration, the term "Master's" has been applied to some post-graduate university courses in Europe as well as many "vocational" or "trade" non-university courses, mainly in the fields of mass communications, business management and administration, tourism, etc. The common usage of the term, its context within or outside of a university setting seem to have been assimilated by the public through a sort of semantic osmosis: that is, a general, common perception differentiating between when the term "Master's" is university related and when it is simply used for courses or even seminars attempting to link themselves to the Anglo-Saxon connotation, and are neither university or university-equivalent in format nor in structure(7). The "borrowing" of the term "Master's" conceivably occurs even more readily in those countries where the word "Master's" is used as a term but not as substance; in essence, when the university system does not commonly use the term to refer to its second-cycle university courses.

Italy provides a concrete example of this phenomenon. I am quoting from the document on Higher Education in Italy published by the European Commission on Education(8): "Due to their autonomy, Italian universities, both State and independent but legally-recognised, may run courses and award qualifications different from those regulated by national law. A few institutions, for example, organise post-Lauream programmes which they frequently call Master's courses. Originally modelled on the British or US pattern, the Italian Master's courses have been conveniently adapted to the local situation.... Even if the Italian Master's degrees often enjoy considerable popularity among employers — especially in connection with the private industrial and commercial context — they have no legal validity on the national territory, since they do not fall within the official university system".

It seems to be clear: the term is used to link the connotation of the word to the Anglo-Saxon university model, even when there is no legal recognition - and in some instances, no substance - behind the title itself.

Remaining with Italian examples, let us now go from the general to the specific : conservation-restoration training. Italian education and training in conservation is still in a sort of limbo, notwithstanding the fact that for decades training has been removed from the traditional workshops into more formal educational structures. However, the training and education of conservator-restorers in Italy is cur-

rently not - nor has it been traditionally - in the university system. The formal education of restorers is carried out by the four traditional State conservation institutions (Istituto Centrale di Restauro, Rome; Opificio delle Pietre Dure, Florence; Istituto Centrale per la Patologia del Libro, Rome and Scuola di Restauro del Mosaico, Ravenna) as well as through some vocational/trades courses run by the Regions. While the State conservation institutions are considered university level equivalents, the vocational/trades courses are not. These differences in educational level notwithstanding, recent Ministerial Decrees have laid out who is and who is not a conservator-restorer in Italy, and at the same time have essentially given free-reign to Italian universities to offer courses of study in Conservation and Restoration of Cultural Heritage, without consideration of the Pavia Document - nor any other of the European initiatives in conservation education and qualification - as regards program structure, specificity and hands-on experiences/training.

Giorgio Bonsanti, professor of the History and Techniques of Restoration at the University of Turin, comments:

"And do not think for a moment that the Italian universities, without exception, not currently being in any position to seriously educate a restorer - for a myriad of reasons - will judiciously postpone this duty to a moment when they could be finally in a position to do so. In the brutal and aggressive world of today, where one makes headway by elbowing through, and whoever yells the loudest is right, what will stop a university - any university - from attracting unsuspecting, deluded youth guaranteeing them training and education as a restorer, and then hurling them into the world to reek havoc, convinced in good faith that in order to work on a painting by Leonardo it's enough to have studied anthropology and sociology of cultural and communicative processes? [author's note: among the proposed university courses for Italian restorers] Expect the worst, it will surely arrive."(9)

Given the confusion and non-direction in the Italian university system with regard to our field, the non-existence of a currently legally recognised basis for a "Master's" degree in Italy, where does this leave us? It leaves us with some non-university level Italian vocational/trades institutions and organisations offering what they refer to as "Master's" or "M.A." degrees in Conservation and Restoration; "Master's" degrees where the term "master's" extracts its connotations from an Anglo-Saxon semantic and applies it to an environment and situation that has nothing to do with the model. A kind of "cut-and-paste" use of terminology; a label glued on to a container, with scant attention to its contents or instructions on use. Knowing the content and context of a "degree" therefore becomes vital for both the profession and

employers. International conservation training is on a path that more and more specifically delineates the minimum qualifications and basic course-work that are fundamental to training. It is - as always - the contents, structure and context that count - not simply a poorly translated "label".

In the globalisation and evolution of conservation education and training, it is important to occasionally stand back and look at its terminology, its relations to fundamental concepts and the manner in which this terminology is used and transferred from one language to another.

Let's return to job postings: "a Master's degree in conservation is requested..." But what "Master's" degree? Is a rose a rose no matter how it smells? Obviously not.

Joan Marie Reifsnnyder

(1) IIC Bulletin 2002, No. 2 April, pgs. 3-7.

(2) E.C.C.O Newsletter no. 4, Jan. 1998, "The Document of Pavia". <http://palimpsest.stanford.edu/byorg/ecco/>

(3) "The European Higher Education Area", joint declaration of the European Ministers of Education, signed in Bologna 19 June, 1999.

[www.europa.eu.int/comm/education/socrates/erasmus/bologna.pdf](http://www.europa.eu.int/comm/education/socrates/erasmus/bologna.pdf)

(4) FULCO: "Document of Vienna", European conference "A Framework of Competence of conservators-restorers in Europe", Vienna, Austria, 30 Nov.-1 Dec. 1997. ENCoRE Newsletter no. 3, 1999. [www.kulturnet.dk/homes/ks/encore](http://www.kulturnet.dk/homes/ks/encore)

(5) Erling Skaug, "Example of application of the Bologna Declaration" 3rd General Assembly ENCoRE, Munich, 20-22 June 2001.

(6) ENCoRE Newsletter 4, 2000, "Clarification of Conservation/Restoration Education". [www.kulturnet.dk/homes/ks/encore](http://www.kulturnet.dk/homes/ks/encore)

(7) I am not making reference here to the so-called "Master classes" often present in the music, theatre and dance disciplines - but to organisations that simply attach the term "Master's" to whatever courses they might offer.

(8) Higher Education in Europe. European Commission on Education: "Italy". [www.europa.eu.int/comm/education/higher.html](http://www.europa.eu.int/comm/education/higher.html)

(9) Il Giornale del Arte, Anno XVIII, no. 207, Feb. 2002, pg. 43.

Excerpts from ICOM-CC Code of Ethics

5.2 Training should involve the development of sensitivity and manual skill, the acquisition of theoretical knowledge about materials and techniques, and rigorous grounding in scientific methodology to foster the capacity to solve conservation problems by following a systematic approach, using precise research and critically interpreting the results.

5.4 It is understood that an internship is an essential part of any training programme. Training should be terminated by a thesis or diploma paper, and its completion recognized by the equivalent of a university graduate degree.

5.5 At all stages in this training, major emphasis should be placed on practice, but sight should never be lost of the need to develop and sharpen an understanding of technical, scientific, historical, and aesthetic factors. The ultimate aim of training is to develop thoroughly rounded professionals, able thoughtfully to perform highly complex conservation interventions and to thoroughly document them in order that the work and the records contribute not only to preservation but to a deeper understanding of historical and artistic events related to the objects under treatment.

## Conservation Guest Scholar Program at the Getty Conservation Institute

The Getty Conservation Institute will be hosting the fourth year of its Conservation Guest Scholar Program in 2003-2004 at the Getty Center in Los Angeles. This residential program serves to encourage new ideas and perspectives in the field of conservation, with an emphasis on the visual arts (including objects, collections, buildings, and sites) and the theoretical underpinnings of the field. It is designed to allow senior professionals in the broadly defined field of conservation to work on projects that will advance the profession. Those proposals which utilize the resources of the Getty Center and which approach questions in a broad interdisciplinary manner across traditional boundaries are particularly encouraged.

These grants are for established scholars and professionals who have attained distinction in conservation or related fields. Proposals from senior-level professionals in conservation education would be welcome.

Applications for the Getty Conservation Institute's 2003-2004 Conservation Guest Scholar Program will be available in early summer 2002, and will be due on November 1, 2002. Information is available on line at [www.getty.edu/grants/funding/research/scholars](http://www.getty.edu/grants/funding/research/scholars); by email at [researchgrants@getty.edu](mailto:researchgrants@getty.edu); by phone at 310 440.7374 and by fax at 310 440.7703.

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## Preliminary Program - 13th Triennial ICOM-CC

### Monday 23 September

- 9:00** Plenary: Opening Ceremony  
**9:30** Plenary: Latin American Issues  
**11:25** Plenary: ICOM-CC Business Meeting w/  
Delegates  
**14:30** Working Group sessions:  
-Preventive Conservation  
-Documentation  
-Sculpture  
-Photographic  
-Resins  
**16:45** Working Group sessions:  
-Preventive Conservation  
-Documentation  
-Sculpture  
-Photographic  
-Resins  
**Evening:** Reception at Hotel Gloria

### Tuesday 24 September

- 9:00** Working Group sessions:  
-Preventive Conservation  
-Paintings II  
-Sculpture  
-Graphic documents  
-Metals  
**11:15** Working Group sessions:  
-Preventive Conservation  
-Paintings II  
-Graphic documents  
-Metals  
-Furniture  
**14:30** Working Group sessions  
-Preventive Conservation  
-Paintings II  
-Textiles  
-Stone  
-Metals  
**16:45** Working group sessions:  
-Paintings II  
-Textiles  
-Stone  
-Lacquer  
-Legal Issues  
**Evening:** Dance and Music at Hotel Gloria

**Wednesday 25 September**

**9:00 Plenary: Museum Forum**

**14:30 Workshops:**

**-Workshop I -**

Local and traditional approaches to the conservation of cultural artefacts

**Workshop 2:**

Involving the local community in decisions and regulations about conservation issues

**or**

**EXCURSIONS**

Restoration studios and/or museums visits National Library, National Archives, Casa de Rui Barbosa Foundation, National Historic Museum, Morerira Salles Institute, Center for Photographic Conservation & Preservation, National Museum, Museums of the Republic, Museum of Modern Art, Museums of Niter

**Evening free**

**Thursday 26 September**

**8:00 Elections ICOM-CC DB**

**9:30 Working Group sessions:**

**-Education**

**-Theory**

**-Paintings I**

**-Leather or Ceramics**

**14:30- Working Group sessions:**

**-Theory**

**-Scientific Methods**

**-Paintings I**

**-Ethnographic**

**-Modern Materials**

**16:45 -Theory**

**-Scientific Methods**

**-Paintings I**

**-Ethnographic**

**-Modern Materials**

**Evening: Visit and Reception - Indian Museum**

**Friday 27 September**

**9:00 Working Group sessions:**

**-Theory**

**-Scientific Methods**

**-Mural**

**-Wet Organic and Archaeological Materials**

**-Modern Materials**

**11:15 Working Group sessions**

**-Scientific Methods**

**-Mural or Graphic Documents**

**-Wet Organic and Archaeological Materials**

**-Natural History**

**-Ceramics**

**15:00 Plenary: Achievements and Future Directions**

**16:00 Plenary: Presentation of Museum Forum Workshop results**

**16:50 ICOM-CC Triennial Lecture**

**17:30 Presentation of new DB and WG Co-ordinators**

**18:00 Close Triennial Meeting 2002**

**Evening Farewell party Hotel Gloria**

**Note: From Tuesday through Friday:**

**Poster Session 8:00-19:00**

**Organizers' Trade Fair 8:30-18:30**

**For complete information on the 13th Triennial, visit:**

<http://www.icom-cc.org>

